

**Course Descriptor**

English Language Arts  **World Literature 3207**

September 1, 2016

**Level of Instruction**

Senior High

**Curriculum Overview:**

World Literature 3207 encompasses a broad range of genres: drama, visual texts, novels, short stories, poems, and folk literature. Students will study representative literary works from a wide variety of cultures and historical periods. Emphasis is placed upon traditional and contemporary myths, legends and folktales. Students are also expected to read longer works as part of the course. World Literature is a process oriented course.

The purpose of the course is to explore the continuum between the traditional and the contemporary. World Literature 3207 invites students to study and respond to classical and contemporary texts. Through reading and responding to such literature, students should gain a greater understanding and appreciation for the stories that have informed and entertained readers and listeners for centuries. Students should come to recognize common themes that resonate throughout global literature.

**Curriculum Documents**

* World Literature: A Curriculum Guide (2009 Interim Edition)

**Authorized Resources**

* Borrowed Black (class set of 15)
* Tales from Old Ireland (class set of 15)
* The Newfoundland Tongue (teacher’s resource)
* The Queen of Paradise’s Garden (class set of 15)
* World Mythology (student text)
* World Mythology (teacher’s guide)

**Novels**

* The Alchemist
* The Arrival (Graphic Novel)
* Big Fish
* The Crucible
* Ella Minnow Pea
* Ender’s Game
* Flowers for Algernon
* Frankenstein
* I am the Messenger
* The Ice Master
* Spinners
* Whale Rider

**Supplementary Resources**

**2001**

* Land, Sea and Time – Books l-lll (student texts)
* Land, Sea and Time – Books l-lll (teacher’s guides)
* Letters from Uncle Val (audio)
* Tales from Pigeon Inlet (audio)

**Assessment (Assessment and Evaluation Policy)**

See appropriate document.

**Note:**

1. All evidence of learning shall be considered when determining a student’s final grade. Averaging shall not be used as a sole indicator of a student’s level of attainment of the course outcomes.
2. Homework and student behavior (except where specified in Provincial documents) shall not be given a value for assessment.
3. To ensure student achievement of the outcomes, teachers are expected to use a variety of assessments from the following internal data sources:

* Formal and informal observations (anecdotal records, checklists, etc.)
* Written responses (learning logs, journals, blogs, etc.)
* Projects (long and short term)
* Research (brochures, flyers, posters, essays, graphic organizers)
* Student presentations (seminars, speeches, debates, discussions)
* Peer assessments
* Self-assessments (exit and entrance cards, learning inventories, yes/no activities, learning contracts)
* Conferencing (questioning, ongoing records, checklists, etc.)
* Digital evidence (web page, blog, PowerPoint, Prezi, interactive white board)
* Portfolios
* Individual and group participation (demonstrations, interviews, questioning, role play, drama)
* Work samples (investigations, learning logs, journals, blogs)

**There are four GCOs in the course:**

GCO #1 Students will be expected to read, view and listen to a wide range of texts from a variety of cultures and contexts.

GCO #2 Students will be expected to interpret, select, and integrate information about world literature, using a variety of strategies, resources, and technologies.

GCO #3 Students will be expected to respond personally and critically to a range of texts, applying their understanding of language, form, and genre.

GCO #4 Students will be expected to demonstrate through writing and other ways of representing, a critical understanding of the elements portrayed in world literature.

**Themes:**

Throughout the course, students should study several units. Units may be organized in many ways, including theme, comparative study, genre, or the myths and legends of a particular country or culture. Some units will involve selections from several genres (e.g., poetry, short narratives, plays, novels). Others may involve fewer selections and focus on a particular genre, author, concept, or issue. Flexibility and student input should enter into any decisions about the number and focus of units.

1. Reading
   * Two (2) long works per term (4)
   * Wide variety from narrative, dramatic, and poetic texts
   * At least one (1) visual text

When choosing texts for student reading, teachers may opt to study a total of four titles as whole class, in-depth study selections. Alternatively, they may choose a larger number of titles to use in the context of small group study selections for a total of four titles per student.

1. Responding

* Three (3) major constructed responses per term, for a total of six (6), are to be drawn from multi-paragraph writing, multi-media presentations, and other forms of representing, poetic writing and script writing. Three of the six must be written.

Please refer to Appendix 10 on page 84 for more information about minimum content.

**Assessment and Evaluation Plan:**

Major Constructed Responses 60%

Student Self Evaluation 10%

Other Demonstrated Outcomes/Performance Assessment 30%

*(See Suggestions for Assessment in 4-column spread)*

A variety of opportunities to demonstrate achievement will need to be provided and assessed. This variety might include:

* + personal responses to texts
  + critical responses to texts
  + major comparisons
  + orally interpreting text, both individually and in small groups
  + dramatizing scenes from the literature
  + reading and recording scenes from the literature
  + recording responses to extensive reading undertaken during sustained
  + silent reading in class and at home
  + small group discussions and oral presentations
  + compiling personal anthologies
  + rewriting literature in contemporary language and/or styles
  + comparing themes in literature
  + choral reading of various texts
  + completing research or critiques on characters, authors, concepts, themes, etc.
  + writing their own myths, legends, and/or folk tales in response to their
  + classroom and reading experiences
  + engaging in special projects
  + illustrating literature with artwork and music
  + student-initiated work

Note: It is recommended that there not be exams in this course.

**Table of Specifications: (if applicable).**

N/A

**Resource Links:**

**World Literature 3207 Curriculum Guide**

[**http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/worldLit3208/World%20Literature%203207%20full.pdf**](http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/worldLit3208/World%20Literature%203207%20full.pdf)

**Professional Learning Site, Department of Education**

[**https://www.k12pl.nl.ca/**](https://www.k12pl.nl.ca/)

**Foundation / Framework Document**

[**http://www.gov.nl.ca/edu/k12/curriculum/documents/english/english.pdf**](http://www.gov.nl.ca/edu/k12/curriculum/documents/english/english.pdf)

**Other**